

Programme Specification

BA (Hons) Fine Art

Please note that the former Arts University College at Bournemouth (AUCB) became the Arts University Bournemouth (AUB) on 13 December 2012. All references in this document to AUCB, the University College or the Arts University College should be taken to refer to AUB, the University or the Arts University.



This Programme Specification is designed for prospective students, current students, graduates, academic staff and potential employers. It provides a summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Whilst every endeavour has been made to provide the course described in the Programme Specification, the University reserves the right to make such changes as may be appropriate for reasons of operational efficiency or due to circumstances beyond its control. Any changes are made in accordance with the University's academic standards and quality procedures.

This document is available in alternative formats on request.

THE ARTS UNIVERSITY COLLEGE AT BOURNEMOUTH

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **BA (Hons) Fine Art** course, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in your Course Handbook.

Key Course Information

Final Award	BA Honours
Course Title	Fine Art
Teaching institution	The Arts University College at Bournemouth
Awarding Institution	The Arts University College at Bournemouth
Professional accreditation	None
Length of course / mode of study	3 years full-time / 6 years part-time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement(s)	Art and Design
UCAS code	W100
Language of study	English
External Examiner for course	Stephen Mumberson Reader in Fine Art Printmaking Middlesex University
<i>Please note that it is not appropriate for students to contact external examiners directly</i>	
Date of Validation	1999 – Full-Time 2003 – Part-Time
Date of most recent review	2008
Date programme specification written/revised	Revised September 2012

Course Philosophy

The ethos promoted by the course is distinctive because of its broad-based approach to fine art practice, its recognition of the importance of contemporary critical discourses and its emphasis on the development of professional skills.

The course recognises that contemporary art involves a wide range of practices and positively celebrates and promotes that diversity of practice within the curriculum whilst encouraging individuals to define their own area of enquiry. The aim is to provide a stimulating and critically rigorous environment in which individuals are able to experiment, explore and discuss ideas, processes and cultural theory in order to discover and develop their own position within the evolving global community of fine art. The course promotes ambitious individual practice.

An inclusive approach is therefore adopted which promotes integration of a range of media and

specialisms. No specific medium or creative strategy is privileged. Creative experimentation, analysis of studio practice, critical awareness and independent thought take place in the context of a belief that there is a purposeful, symbiotic relationship between fine art practices and contextualizing theory.

The curriculum acknowledges that contemporary practice is informed by a wide range of historical, cultural and socio-political factors. Studio practice is consequently under-pinned by a dynamic programme of related theoretical studies. Students are encouraged to question their role as artists and how their work is to be understood in the public domain. There is considerable emphasis on the realities of working within the professional environment, supported by teaching staff who bring their direct experience of fine art practice and research to the course. Postgraduate study is actively encouraged. The course has an international perspective, facilitated by our proximity to London and promoted through educational visits and opportunities to study abroad. Visiting tutors and guest lecturers, offering an additional range of skills and experience, are an essential part of the course delivery and contribute richly varied tutorial input.

The objective is to provide students with the knowledge, skills and creative agility necessary to develop their own practices. In order to remain alive to the ever-changing demands of a dynamic subject, the course aims to be flexible, inclusive, supportive, progressive and to maintain the highest academic standards.

Course Aims

The course aims to develop confident and informed artists with strong critical skills and a dynamic engagement with contemporary fine art. It encourages an open, speculative and questioning approach to fine art in order to develop independently minded practitioners.

By providing a critical basis for understanding and contextualizing contemporary fine art practices the course seeks to create a flexible and challenging environment in which a wide range of media can be explored and creative strategies developed.

The course considers an understanding of the professional aspects of fine art practice to be a vital part of an artist's education. Consequently it aims to develop a critical awareness of the relationship between the artist and his/her audience. The course places a strong emphasis on the communication and articulation of ideas, which contributes to the broader aim of developing practical employability skills – particularly communication skills – of use in a wide range of professional contexts.

Course Outcomes

By the end of the course you will be able to:

- LO1 Test the boundaries of existing subject knowledge in defining own practice. Confirm distinct and individual concerns and approaches through a body of resolved work.
- LO2 Resolve ideas through making. Structure creative approaches and utilise technical skills toward fulfilling intentions
- LO3 Relate your practice to an understanding of the nature of fine art and its role in reflecting and shaping contemporary consciousness.
- LO4 Interpret and respond to the historical, social and cultural contexts in which your work is positioned and how this shapes the relationship of the audience to the work.
- LO5 Articulate coherent ideas and arguments in visual, spoken and written forms informed by appropriate research methodologies.
- LO6 Demonstrate knowledge and understanding of the key developments in current and emerging practices and media in Fine Art.
- LO7 Apply analytical, interpretative and creative thinking skills in observation, practical investigation and speculative enquiry.

LO8 Be resourced for continuing professional development; use self-reflection to define, plan and evaluate own learning.

LO9 Be prepared for, and work to a standard appropriate to the professional Fine Art environment.

Reference Points

UK Quality Code for higher education, including:

- Subject Benchmark Statement: Art and Design
- Framework for Higher Education Qualifications (FHEQ)
- Code of Practice

AUCB Undergraduate Regulatory Framework

University College Learning and Teaching Strategy

Learning, Teaching and Assessment

Learning and Teaching Strategies

Taught sessions underpin independent learning. They include tutorials, seminars, group critiques, lectures, unit briefings and study visits. They are delivered by the course team, which is made up of practising artists and art historians. This is supplemented by input from visiting artists, other professionals and academics.

Independent learning includes studio practice, research, analysis and critical reflection. Learning is most effective when it is active and when the learner takes responsibility. Teaching by the course team is therefore directed at supporting you in managing your learning. You are encouraged to develop strategies for independent learning in each unit of study, and this responsibility progresses as you move through the levels of the course. The studio environment is an important support to learning and teaching and the course team promote the value of peer learning accruing from studio-based practice.

Open workshops

Supplementary to the teaching that takes place within units, students from all levels and both modes are able to sign up to other open workshops. These sessions allow you to specialise in various areas of fine art practice. Choices of attendance are made on the basis of the session's relevance to your individual interests and thus support and inform individual learning plans. Responsibility and self-direction of own learning is implied in these choices. All sessions introduce skills that can be applied to meeting the requirements of course units. Sessions take place throughout the academic year, and will be taken up when and as they become relevant to your developing and changing learning needs as they progress through the course. You cover diverse aspects of practice and theory. Examples include a series of drawing workshops (that develop an understanding of the uses of drawing), technical skills workshops (that deepen understanding of materials and processes within a range of resource areas), creative writing seminars (aimed at informing approaches to written units) and sessions to document studio work.

This is not a finite list but indicative of the diversity and range of learning opportunities available. Cross-level mentoring and peer learning is actively valued and encouraged through the shared workshops.

The Virtual Learning Environment

The virtual learning environment is used increasingly to enhance course delivery. With more and more web-based resources and in response to the growing online culture it allows you to access and engage with your studies in new ways. You benefit by having remote access to course information and a means of online communication. What is available is continually being developed to meet the needs of students, providing information about the Course, Staff, the Library, Social Networking and the Students' Union. Other more informal content includes a Welcome area, greater opportunity for discussion, Staff Recommendations, FAQ's, Staff Information, Web Links, Image Archive and Workshop/IT handouts sections.

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing.

For every unit of your course you will be provided with a Unit Handbook, which will state what you are expected to learn within the unit; the work that you have to submit; and how it will be assessed. The Unit Handbook will also give the deadline for presenting your work for assessment.

You will receive a final mark for each unit in the form of a percentage, which will be recorded on your formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are *2, *5 and *8 (eg 42, 45, 48). These marks correspond to a low, mid, and high level of achievement within each grade band.

On successful completion of your Honours degree course, you will be awarded a degree classification based on your unit marks. The final classification is determined using all unit marks at Levels 5 and 6 using two different algorithms, which are detailed in your *Quick Guide to the regulations*. If the two algorithms produce different results, you will be awarded the higher class of degree. For further information on progression, awards and classifications, please visit <http://intranet.aucb.ac.uk/registry/academicregulations.aspx>

Course Structure

All students are registered for the award of BA (Hons); however exit awards are available if you leave the course early, having successfully completed one or two levels. If you successfully complete a level of the course, you will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave the University College following successful completion of the first year of your course.

For the award of a Diploma of Higher Education (DipHE), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if you leave the University College following successful completion of the second year of your course.

For the award of a BA (Hons) you must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6. This qualification will be awarded upon successful completion of your course.

A BA without Honours may be awarded if you have achieved 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

Course Content

In the introductory stages of Honours level study you complete a series of largely workshop-based units that develop your skills in painting, printmaking, black-and-white conventional photography, video, computer manipulation of digital imagery, some 3-dimensional techniques and research skills. You are also introduced to other forms of 3-dimensional work, as well as performance, installation and conceptual practices.

As the course progresses instruction both deepens and adapts to meet individual needs. You are introduced to fine art practice as a professional activity, so that you are equipped to operate in the wider commercial world on graduating. The theory and practice of exhibiting are important parts of this.

As the course moves towards its conclusion, you will develop the independence of thought and practice that will take you through and beyond graduation. You will have established your identity as an artist, defining meaning and intention through the use of materials and specific processes. Supported by various forms of contextualising input, learning and teaching at this stage of the course are on the basis of individual interests.

Course Units

Unit code		Unit Title	Credit Weighting
Full-time	Part-time		
Level 4			
FAR450	FPT450	Studio 1	40
FAR451	FPT451	Practice and Research	40
FAR452	FPT452	Defining Practice	40
Level 5			
FAR550	FPT550	Studio 2	40
FAR551	FPT551	Content & Context	40
FAR552	FPT552	Contemporary Practice	40
Level 6			
FAR650	FPT650	Studio 3	20
FAR651	FPT651	Research Project	20
FAR652	FPT652	Major Project	60
FAR653	FPT653	Professional Development & Evaluation	20

Course Diagram:

This schematic diagram shows the proposed start/end dates for each unit with assessment periods. Further information on the structure of each unit will be included in unit handbooks.

FULL-TIME

Year 1 Level 4																														
Autumn term											Spring term										Summer term									
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Induction week	FAR450 Studio 1 (40 credits)										FAR451 Practice and Research (40 credits)										FAR452 Defining Practice (40 credits)									

Year 2 Level 5																														
Autumn term											Spring term										Summer term									
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	FAR550 Studio 2 (40 credits)										FAR551 Content and Context (40 credits)																			
																					FAR552 Contemporary Practice (40 credits)									

Year 3 Level 6																														
	Autumn term										Spring term										Summer term									
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	FAR650 Studio 3 (20 credits)										FAR652 Major Project (60 credits)																			
	FAR651 Research Project (20 credits)																													
											FAR653 Professional Development and Evaluation (20 credits)																			

PART-TIME

Note that some units might carry forward to the following year

Year 1 Level 4																														
	Autumn term										Spring term										Summer term									
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Induction week	FPT450 Studio 1 (40 credits)																	FPT451 Practice and Research (40 credits)												

Year 2 Level 4																				Level 5										
	Autumn term										Spring term										Summer term									
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	<i>Practice and Research (continued)</i>			FPT452 Defining Practice (40 credits)																	FPT550 Studio 2 (40 credits)									

Year 3 Level 5																														
Autumn term											Spring term										Summer term									
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<i>FPT550 Studio 2 (continued)</i>								FPT551 Content and Context (40 credits)																						
								FPT552 Contemporary Practice (40 credits)																						

Year 4 Level 5											Level 6																			
Autumn term											Spring term										Summer term									
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<i>FPT551 Content and Context (continued)</i>											FPT650 Studio 3 (20 credits)																			
<i>FPT552 Contemporary Practice (continued)</i>											FPT651 Research Project (20 credits)																			

Year 5 Level 6																														
	Autumn term										Spring term										Summer term									
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
FPT652 Major Project (60 credits)																														
										FPT653 Professional Development and Evaluation (20 credits)																				

Resources

University College Resources:

Library

The course is supported by a Subject Librarian who liaises closely with the team to ensure that the Library resources are relevant and meet student and staff research needs. As part of the AUCB's Information Literacy Framework, the Subject Librarian provides sessions on researching and using information, as well as individual support for students in the use of Library resources. There is also another member of staff part of whose role is to assist students with any additional needs.

The Library holds an excellent range of specialist learning materials including books, journals, CDs, DVDs, and newspapers. It has subscriptions to a wide range of specialist electronic resources focusing on art, design, media and performance, including e-books and e-journals.

The Library is wi-fi enabled and facilities include viewing rooms, a presentation space, a silent reading room, photocopiers, iMacs and PCs. The open plan design and high quality resources make the Library a popular space for work and study. The Library consistently receives high scores in both the in-house and national student surveys, which are carried out annually.

Information technology

The University College provides a comprehensive range of IT resources, utilising Apple Macintosh, Windows Personal Computers and specialist resources for its art, design, media and performance disciplines. The University College uses industry standard software from Microsoft, Adobe, Macromedia, Apple, Quark and leading software suppliers, and is continually investing in its technology and resources.

IT resources are also available to you via the Library, plus through a number of bookable IT suites and dedicated base room provision. To enable access to learning resources, wireless internet access is also available.

The ITCS section (Information Technology and Communication Services) provides a helpdesk facility for IT enquiries and fault notification. The Helpdesk is open from 8.30am until 5pm from Monday to Friday Email: itcshelpdesk@aucb.ac.uk

Museum of Design in Plastic (MoDiP)

MoDiP is a registered museum of 20th and 21st century design and popular culture with a focus on plastics. Its collection is unique within the UK and has been developed to support teaching and learning at the Arts University College at Bournemouth.

There are many ways in which MoDiP can play a part in your studies:

- as a source of inspiration – large numbers of items may be viewed, handled and explored in depth, drawn, photographed and filmed
- as the focus of a brief for products and projects relating to course work
- as an exhibition venue – your work can be displayed in relation to the collections and exhibitions and events may be mounted in the museum space

The Museum is in a purpose built space within the Library, designed with wheelchair access in mind, and has the same opening hours as the rest of the University College for the viewing of exhibitions. Objects not on display can be borrowed and taken to the studio. To see what is available, go to the [Plastics Network](http://www.plasticsnetwork.org) website (www.plasticsnetwork.org).

The Gallery

The gallery is a major resource for contemporary visual art at the Arts University College at Bournemouth and has received regional and national recognition. There are regular gallery events,

including collections on loan from galleries and museums, as well as individual exhibitions by some of today's leading artists, photographers, designers and critical writers.

It also functions as a learning resource and is integrated into the teaching, learning, and research practice undertaken at the University College.

text + work is the ethos which underpins the exhibition programme at the Arts University College at Bournemouth. The **text + work** concept promotes and provides a forum for challenging dialogue between innovative contemporary art, design, and media practice and its theoretical context.

There are **text + work** gallery events, critical texts, shared and networked exhibitions and a **text + work** website.

Student Support

Academic Guidance

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the course. This is provided through "critiques" and written feedback, as well as guidance on practical work and informal discussion about your concerns. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to discuss in depth matters relating to creative or theoretical work, or the course in general. You will be entitled to at least one formal recorded academic tutorial per term with a nominated member of the course team.

Support and advice is also provided on an informal basis throughout the course, through discussions between staff and students.

Career Education, Information and Guidance

You will be prepared for employment, and given the opportunity to learn about the various career options available to you, through a wide range of projects which may include live briefs or external competitions. Academic staff remain very familiar with the discipline, and will often still work in the field, and are also able to advise on specific opportunities.

The Careers Service within the University College offers impartial, confidential advice, support and guidance, to help you explore and develop your career ideas and manage your future career successfully. The Service offers individual career guidance interviews, as well as advice on job seeking strategies, CVs and interview skills, self-employment / freelancing, and further study opportunities.

The Senior Careers Officer holds regular lunchtime lectures, which cover a range of popular careers topics, including Postgraduate study and funding, Career planning, Networking and self-marketing, and Teaching as a career. Full details and dates of forthcoming lectures are available on the Careers intranet pages and on the Student Services notice boards.

The Careers Service also offers specialist events, working in partnership with local employers, AUCB alumni, and external agencies to bring together a range of art, design, media and performance expertise.

Learning Support

Support for students with disabilities (including dyslexia)

The Arts University College at Bournemouth is firmly committed to a policy of equal opportunities for all students and positively welcomes applications from people with disabilities and/or additional needs. Throughout all aspects of University College life, we actively encourage and support the participation of students with disabilities. We aim to support disabled students by offering needs assessments and support plans which enable you to achieve your personal goals.

The Learning Support team provides academic support for students with specific learning difficulties including dyslexia. We ask all new Home students to complete a 'Quicksan' screening programme when they join the University College. This screening is designed to check your learning style (the way you learn best) and whether you might have signs of dyslexia. If appropriate, you will be referred to an educational psychologist for a full assessment.

Students with a specific learning difficulty such as dyslexia are able to access individual tutorials aimed at improving your independent study skills, and are supported in applying for the Disabled Students' Allowance, which can provide specialist equipment and, if appropriate, personal support. The Senior Disability Officer and Wellbeing Officer provide ongoing support and advice for students with all other types of disability, including mental health difficulties, physical disabilities, medical conditions and sensory impairments.

Support for students for whom English is a second language

If English is not your first language you will be invited to complete a brief written exercise during the initial weeks of your course, so that your current academic language skills can be assessed. Our English for Academic Purposes (EAP) tutors, who are part of the Learning Support team, will review the exercise and contact you if your work indicates that you would benefit from additional support. An EAP tutor will work with you to draw up an Individual Learning Plan, which will set out a structured approach to developing your independent academic and study skills. This may include helping you to develop strategies for interpreting assignment briefs, working on the structure of your written work, or developing your proof-reading skills, for example. The plan will be reviewed each term and will be shared with your course tutor so that they are aware of the work you are doing to improve your study skills. If necessary, your EAP tutor will refer you to a local language school so that you can improve your generic English language levels.

Pastoral support and guidance

Support and advice on non-academic matters is provided through trained and qualified professional staff within Student Services. We have a team of professionally qualified male and female counsellors, with appointments available during weekdays and evenings. Students accessing the service are offered various levels of support ranging from regular weekly sessions, occasional support or just a "one off" consultation. In most cases, you can expect to be seen for a session within two days of making initial contact with the service. If the situation is very urgent and you are very emotionally distressed, we also have a crisis support service and you will be seen by one of our counsellors almost immediately.

Pastoral support is also available from the AUCB Chaplaincy. The Chaplaincy at the Arts University College at Bournemouth is shared with Bournemouth University and is an inclusive Chaplaincy, which welcomes people of all faiths and none. The Quiet Room and the Islamic Prayer Room are in regular use by staff and students, and meetings with ministers of any faith can be arranged.

Advice and support with practical issues such as funding, accommodation or childcare is available from the Student Advice, Funds and Accommodation Office within Student Services.

Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

The course is subject to the University College's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the national Subject Benchmarks and references the Framework for Higher Education Qualifications.

In addition all courses undertake an Annual Course Review which takes account of relevant information such as:

- External Examiners' Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey
- Results of the in-house Student Perception Survey
- Feedback from Student Representatives
- Feedback from relevant employer groups, including the course Industry Liaison Group

All courses develop an action plan arising out of this exercise, which is monitored by the Course and Faculty Boards of Study. Your student representatives can keep you informed about progress against the action plan.

Staff development priorities for the course team as a whole are identified through the Annual Course Review process, and for individuals through the Staff Performance Review process.

Indicators of Quality and Standards

The Arts University College at Bournemouth was granted taught degree awarding powers by the Privy Council in 2008 following an intensive period of scrutiny by experienced academics from across the higher education sector.

The University College was audited by the QAA in May 2011 and received a judgement of 'Confidence' in the management of the academic standards of its awards, and its management of the quality of learning opportunities. This is the best available outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of course outcomes, and the quality of the educational experience we deliver.

Please note that this specification provides a concise summary of the main features of the course.

More detailed information is available in the following documents:

- Online course information
- Quick guide to the regulations
- Unit Handbooks
- HE Student Regulations – <http://intranet.aucb.ac.uk/registry/academicregulations.aspx>
- AUCB Student Guide